

Core Indicator of Performance Improvement Plans

Guidance for 6S1 and 6S2

Core Indicator of Performance Improvement Plan Overview

Improvement Plans Due May 30, 2016

The Core Indicator of Performance (CIP) Improvement Plan is due each year by an LEA that has missed Safe Harbor on one or more Core Indicators. Core Indicators are 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2 and 2014-15 school year results are found on the 2016 “CTE FAUPL Target Negotiations” page in ePlan.

For each indicator that did not meet Safe Harbor (not within 90% of the negotiated performance target), an improvement plan must be made. The template is found on the FY16 Perkins Basic application in ePlan under the “Related Documents” page.

A vast majority of LEAs did not meet Safe Harbor for indicators 6S1 and 6S2 and as a result, the state of Tennessee missed Safe Harbor as well. To be able to address this issue and improve, CCTE is providing strategies that you can use locally to help improve on these two indicators.

Potential Strategies to Implement for 6S1 and 6S2

The following are some strategies that you can use to complete your improvement plan for the nontraditional indicators 6S1 and 6S2:

- Create a focused marketing effort for your programs of study so that all students, including nontraditional students, parents, and community members know about your programs. Review and use the marketing materials and templates that have been created by the Division of College, Career and Technical Education (CCTE) Career Cluster Consultants. Marketing materials can be found on each of the [career cluster pages](#).
- Have students log on and use their [College for TN](#) account which has resources for both educators and students around career pathways and TN regional workforce data.
- Make non-traditional students an integral part of your Career Fair, POS Fair, College and Industry Night, 8th Grade Career events, etc. Have non-traditional students meet with prospective students, parents, and community members to share their experience.
- Work with school counselors in your district to establish a plan to help increase the participation and enrollment of students for targeted sub populations, such as nontraditional, ELL, special needs, and low income. This could include reviewing all the available CTE courses and Programs of Study that will be offered and sharing additional resources (such as the aforementioned marketing materials) with them.
- In the Perkins required evaluation of the CTE program, ensure that the assessment of special populations includes a specific look at nontraditional students and makes recommendations to strengthen this area.
- Work with your POS advisory councils to bring in industry and business representations that can present and inform CTE students and teachers on the impact of nontraditional workers in their field.